**Unit 4 Data analytics: presenting the findings**

Outcome 1 Design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.

Nature of task

• A folio of two or three alternative design ideas and the detailed design specifications of the preferred design

• A multimodal online solution that communicates the confirmation or refutation of a hypothesis as detailed in Unit 3

• An evaluation of the effectiveness of the solution, and

• An assessment of the effectiveness of the project plan (Gantt chart) in monitoring project progress

In one of the following:

o A written report

o An annotated visual plan.

**Scope of task**

**Folio**

The folio will comprise design ideas, student-generated evaluation criteria and the detailed specifications of the preferred design.

When developing their folio students should generate two or three alternative design ideas for their multimodal online solution. They should take a design-thinking approach when generating different ideas for further development (see Study Design Glossary, page 11).

These ideas do not have to be detailed – they represent broad ideas of key appearance features and functions of possible solutions. Students apply their criteria to select the design idea that will be developed into a detailed design for the solution, using a set of tools, methods and techniques. The design should be able to meet the needs of educating a worldwide audience about the key findings arising from the manipulation and interpretation of complex data. The evidence from this task is assessed through criterion 5.

**Multimodal online solution**

Students use the detailed design as the basis for developing the multimodal online solution. Students should apply a suite of functions within their multimodal authoring software in order to execute requirements identified in the VCAA Bulletin and also published on the Computing: Informatics study page.

The multimodal online solution must contain sufficient content to illustrate the connections between the acquired data, the findings and the conclusion with respect to the hypothesis. The solution should include two or more different types of data or information to fulfil the characteristic of multimodality. This would typically lead to the inclusion of some different formats such as tables, charts, prose, timelines, video clips, animations and sound grabs.

The evidence from this task is assessed through criteria 6 and 7.

**Evaluation of solution and assessment of project plan**

Students must prepare a report in one of two modes that has two key components – an evaluation of the multimodal solution, including strategies for evaluation and an assessment of the project plan in monitoring the progress of the project.

In accordance with the problem-solving methodology (Study Design, page 14), evaluation typically takes place after the solution has been implemented but this is not possible for this task. However, students are required to propose an evaluation strategy assuming implementation of their solution, as well as evaluating their own solution. This comprises the report activity of the evaluation stage of the problem-solving methodology.

When evaluating their solution, students must apply their criteria developed in Unit 3 to determine the extent to which their multimodal solution coherently and effectively communicates findings and conclusions. The evaluation report should cover how each criterion is addressed in the solution, using study-specific language. This can be achieved through annotations or in writing.

Students are also required to explain how their plan assisted in monitoring the progress of the project. Students can use a variety of ways of showing adjustments on their plan. In addition to acknowledging adjustments, students must explain the usefulness of the plan in monitoring their progress through the stages of the problem-solving methodology. The evidence from this task is assessed through criterion 8.